

Georgia Highlands College
GHSS 2901/W2: Special Topics: Social Sciences, Economic History
CRN#: 80789

Instructor: Dr. Bronson Long
Professor of History
Georgia Highlands College

E-mail: blong@highlands.edu
Office: F 142a
Office phone: 706-368-7618
Office hours: In person or virtually on Zoom

Class Meeting Days/Times: Online

Mid-term Date (Last day to withdraw with a “W”): Friday, September 23

Course Prerequisites: Satisfactory placement scores/READ 0099 and ENGL 0099

Credit hours for GHSS 2901: Two credit hours

Course syllabus: The term “syllabus” originates in Latin and Greek and means “outline” or “summary.” The syllabus for this course thus is intended to serve as a guideline, a roadmap of sorts. Students should consult the syllabus for course policies, assignments, dates, deadlines, and other information. The instructor will gladly answer questions about the course at any time, but students should first see their syllabus. **Students are responsible for all dates and policies listed on the syllabus. Please read this syllabus carefully and use it as reference guide for the class throughout the semester!**

Course Description:

GHSS: Special Topics: Social Sciences, Economic History covers the economic activities of human beings from the beginning of early civilization with the Neolithic Revolution to the present-day. It focuses on large factors that have influenced economic development over time such as geography, agriculture, demographics, technology, trade, culture and institutions. Careful consideration is given to the transition from the pre-modern to the modern economic order with the Industrial Revolution of the late eighteenth century, as well as the rise of post-industrial societies in the late twentieth century. In addition to coverage of large, global economic trends over time, Economic History provides an introduction to the ideas of key economic theorists, particularly since the eighteenth century.

Viewpoint statement:

This class deals with economic developments since the beginning of human civilization. As such, it covers many different peoples who held a wide range of views on politics, philosophy, work, money and so forth. Students are by no means requested to change their own opinions on these matters. However, they are required to understand what other peoples believed and how they lived their lives. The aim of this class is not to tell you what to think, rather it is to get you to think!

Student Learning Outcomes:

We will pay special attention to developing the skills that are necessary to the study of history.

1. **Understand the complex nature of the historical record:**
 - a. Distinguish between primary and secondary materials and decide when to use each.
 - b. Identify key events that define change over time in a particular place or region, and identify how change occurs over time.
 - c. Recognize a range of viewpoints in historical narratives.
2. **Engage in historical inquiry, research, and analysis:**
 - a. Understand the dynamics of change over time.
 - b. Explore the complexity of the human experience, across time and space.
 - c. Distinguish between historical facts and historical interpretations.
3. **Generate significant, open-ended questions about the past and devise research strategies to answer them**
 - a. Seek a variety of sources that provide evidence to support an argument about the past.
 - b. Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.
 - c. Evaluate a variety of historical sources for their credibility, position, significance, and perspective.

Course Objectives:

Students who successfully complete History 2400/ GHHS 2901: Special Topics: Social Sciences, Economic History should have proficiency in Economic History in the following ways:

- Students will understand key developments in pre-modern economies, especially in agriculture, labor systems, technology and trade.

- Students will be able to explain changes to the global economy during the early modern (1450-1750) period.
- Students will be able to give reasons for the Industrial Revolution, the Second Industrial Revolution and the Great Divergence.
- Students will understand the broad impact of the Industrial Revolution on society, government, business and the environment.
- Students will understand the key economic changes of the twentieth century and early twenty-first century, particularly the impact of the world wars, technological changes and the increase in global trade.
- Students will be able to explain the ideas of important economic theorists, including the Classical Economists, Keynesianism and the Austrian School.
- Students will learn to critically read and analyze primary sources in economic history, especially sources from economic theorists such as Adam Smith, David Ricardo, Thomas Malthus, Karl Marx, John Maynard Keynes, Joseph Schumpeter and Friedrich Hayek.

Required Textbook and Equipment:

Textbook: Philip Coggan, *More. The 10,000 Year Rise of the World Economy* (London: Profile Books, 2021)

ISBN: 978-1781258095

*Sometimes this book is also listed under a slightly different title below. It is basically the same book.

Philip Coggan, *More. A History of the World Economy from the Iron Age to the Information Age* (New York: Hachette Book Group, 2020).

ISBN-13: 9781610399821

Please note that if you would like to read Coggan's book on an electronic reader such as Kindle that you are allowed to do so.

Additional free short primary source documents from key economic thinkers are posted on D2L.

Short video lectures will also be used and made available on D2L.

Equipment:

You need regular access to an electronic device (computer, tablet, phone) that allows you to access the internet, especially D2L and Youtube. Furthermore, you need access to an electronic

device that allows you to write the two papers for the class. **This is an internet, web based class. You cannot succeed in this class without proper internet access. It is the sole responsibility of the student to secure internet access and to resolve any computer problems that arise during the semester.**

Netiquette Policy:

Students are also urged to use proper etiquette, or “netiquette” in both online discussions that form the participation component of the class and with e-mails to the instructor. This includes the following basic rules:

- Remember that you are a guest in the instructor’s online classroom. Don’t behave online in a way that you would not behave if you were a guest at someone’s house.
- Be civil and polite both to your fellow classmates and the instructor in all of your communication. You are free to hold opinions that differ from others. However, if and when you disagree with someone, do so in a respectful manner.
- Use correct grammar and punctuation in all of your communication. Do not use excessive slang or “text language” that you might use with your friends. This is unprofessional. Part of the purpose of a college education is to prepare you for a professional career. Please develop the habits of professional communication in this class. In other words, write “thank you for this link” instead of “OMG! Thx!”
- Address your instructor as “Dr. Long” or Professor Long.”
- Accept your instructor’s feedback and learn from it.

E-mail and the Instructor’s availability to students:

Georgia Highlands e-mail is the official means of communication at Georgia Highlands College for all faculty, staff, and students. Students must use the e-mail that is assigned to them by the college in order to receive information and updates. Important information for this course such as the syllabus, lecture outlines, and announcements will only either be posted on D2L or sent to you at a Georgia Highlands e-mail address.

When you e-mail me, please tell me your full name, class (GHSS 2901) and section (web). Please note that I teach over 100 students each semester. It will make it easier for me to help you if you identify yourself from the outset of your e-mail. **Please also do not e-mail me using D2L as this only gives me a “do not reply message” and makes it difficult for me to reply to you. Please only e-mail me at my GHC e-mail address.**

I am generally available to students on weekdays via e-mail or for conversation on Zoom or by phone. On weekdays, I will try my best to respond to e-mails within 24 hours. If you have not heard from me in 48 hours during the weekday, a second e-mail is appropriate. Please note that I

typically do not answer e-mails after 9:30 p.m. on weekday evenings. Also, on the weekends, I generally do not respond to e-mails, except on Sunday evenings.

Course Documents and Desire 2 Learn (D2L):

A number of important documents for this class can be found on GHC's Learning Management System, which is known as Desire 2 Learn, or D2L for short. Module materials such as the lecture videos and short primary source documents are all on D2L. Likewise, the course syllabus and other documents can be found on D2L. Most of these materials can be found on the "Content Items" tab of D2L under "Content." The instructor may put other documents up on D2L at a later date. Finally, grades will occasionally be posted on D2L.

Because this course takes place in D2L, it is vital that students have access to D2L and log on to the course D2L page on a regular basis. The instructor has no control over the D2L system and is not a computer expert. However, a link for students about D2L, which includes how to get your username and password, how to use the system and who to contact if you have problems, can be found as follows:

D2L information:

<http://www.highlands.edu/d2l>

If you experience trouble with D2L, look on the "Help" tab on the link above for information on how to contact D2L or GHC Information Technology.

Course Activities: What will students do on a regular basis to prepare for assignments?

Organization of Course Materials:

The materials for this class are broken into six Modules, with roughly one Module covered each week. Course materials for each Module are found in D2L under the "Content Items" tab at the top of the D2L page and then under the "Content" sub-tab. On the "Content" sub-tab, please look to the far left side of the screen and scroll down to see the a variety of useful documents for the class listed first, followed by the Modules. Please click on the Module in question to access Module course materials. With the exception of Module 1, each Module has a brief Introduction folder that students should read. Following the Introduction folder, students will see a series of videos. All videos have a video symbol beside them. Students should watch all of the videos, taking good notes as they watch. Next ,students should read the primary source or sources for the Module under the Primary Sources folder. Finally, students may wish to review the materials

they have learned before completing the graded assignments for the Module, namely the Module Quiz and Discussion.

For each Module, students will first complete all of the Module course materials as described in the above paragraph. Then, they will use what they learned to complete the two graded assignments for each Module, the Discussion Post and Quiz. Each Module Quiz is located at the bottom of the Module materials. Simply click on the Quiz to begin. Each Discussion is located under the “Communication” tab at the top of D2L under the sub-tab “Discussions.” Simply click on the Module Discussion in question in order to read the instructions for the Discussion. The two graded Module assignments, the Discussion and Quiz, are due on Sundays at 11:30 p.m., with the specific dates in which Module assignments are due listed on the course schedule and in D2L.

Time Commitment for this Class:

While deadlines in this class are very real, students can work at their own pace and even “work ahead” on future Module assignments if needed. However, **for each Module, it should take students approximately 5-6 hours to go through all course materials, followed by another 1-2 hours to complete the Module Discussion and Quiz. Although online classes such as this class allow for greater flexibility with schedules, they do require time and effort. Students should take care to manage their time carefully to avoid falling behind in this class.** Finally, again, all graded Module assignments, both Module Discussion and Quiz, are due on Sundays at 11:30 p.m., with the specific dates in which Module work is due the course schedule.

Assignments and Grading:

Assignments:

The course is broken down into six Modules. For each Module, students will materials to read or watch. This includes chapters from the textbook and one or two short primary sources to read as well as lecture videos to watch. Students will then use these materials to complete a Quiz and Discussion (Participation) for each Module. This means students will have a total of six Module Quizzes and six Module Discussions. Students will also have a Midterm Exam, which covers Modules 1-3 and a Final Exam, which covers Modules 4-6. The Module Quizzes along with both the Midterm Exam and the Final Exam are multiple choice assignments. The Module Discussions are short written assignments. Assignments are designed to encourage students to hone their abilities to critically analyze primary sources as well as to compare and contrast major developments in economic history and economic theory.

Participation/Discussion (40% of course grade):

For Participation, students will engage in online discussions for each Module. Module Discussions require students to submit a two paragraph post that responds to questions relevant to the Module in question and to respond to their classmates' posts. Discussions will take place under the "Communication on the "Discussions" tab on D2L. Module Discussions, including the questions to address for each Module, can be found under the "Communications" tab at the top of the class D2L page, under the sub-tab "Discussions." The purpose of discussions is to stimulate online conversation and to cause students to reflect on materials and primary sources covered in the Module. In addition, Module Discussions give students a chance to hone their writing skills. The Participation grade component of this course is entirely determined by the quality of students' work on the six Module Discussion Posts. **Students should budget approximately between one hour and one hour and half to write and submit each Module Discussion.**

Because Module Discussions are completed as online discussion for each Module, with the exception of extenuating circumstances, they cannot be made-up after the discussion for that Module is over. That is because it is not fair at that point to expect the conversation to continue with the rest of the class. **Module Discussions for each Module are due and will close on the same day and time as the Quiz for the Module is due. Students who do not post in the Discussion before the discussion is closed will receive a zero as a Participation grade for that Module.**

For proper etiquette for online discussion and e-mails to the instructor, please see the Attendance and Netiquette section further below on this syllabus. **For extensive instructions about Discussion Posts, please see the Discussions Guideline document for this class on D2L.**

Module Quizzes (30% of course grade):

Students will take a quiz for each of the six Modules. The quizzes will be based off the assigned materials for the Module in question, namely the textbook readings and the lecture videos. All other quizzes are comprised of 20 content questions based off the textbook readings and lecture videos. Moreover, each Module Quiz contains 5 questions based on the assigned primary source readings from the Module under the "Primary Sources" folder. Students will find it useful to read the primary source or sources for each Module and review the "Assessing Primary Sources" folder before taking the Module Quiz. Between the 20 content questions and 5 from the readings, the quizzes have a total of 25 questions. Quizzes are open note assignments, although students will perform better and will require less time to take the quizzes if they study their notes beforehand. Since the quizzes are intended to provide students with opportunities to test and

practice their knowledge prior to the Midterm Exam and Final Exam, students may take the quizzes as many times as they like before the deadline. D2L will record the highest grade.

Students will take **all quizzes** online on D2L. The quizzes are found under the “Assessment” tab and the “Quizzes” sub-tab. They are also found under each Module “Content” sub-tab in D2L, at the bottom of the Module course materials. The due dates for quizzes are listed on the “Course Schedule” section of this syllabus and on D2L. Students should ensure that they complete the quizzes on their own time prior to the deadline (day and time). It is recommended that students aim to complete quizzes early, ideally when the material is fresh on their minds instead of waiting until the last minute. For students with travel plans or other schedule issues, please note that the quizzes can be taken in advance. If you wish, you can “work ahead” and complete as many quizzes as you like early.

Students should also ensure that they give themselves adequate time to take the quizzes before the deadline; about 20-30 minutes should normally suffice. Students should note that while there is no time limit to each quiz, quiz deadlines are strictly enforced. Once the deadline (day and time) for a quiz has passed, the quiz will shut down and D2L will **not allow** students to take the quiz or finish it for students whose quiz is incomplete at the time of the deadline. **Students who do not complete a quiz before the due date cannot make-up the quiz, with the exception of extenuating circumstances. Failure to properly manage your time is not an excuse for missing a quiz. It is recommended that you not wait until the last minute to take quizzes to avoid poor performance or even missing quizzes. Please note you can work ahead on quizzes if you choose.**

Exams (30% of course grade):

This class has two exams, a Midterm Exam and a Final Exam. Each exam consists of 50 multiple choice questions. Exams are based off materials covered in each Module, especially the textbook readings and lecture videos. Students will not see questions about the primary source documents on the exams. Each exam is worth 15% of the course grade, for a total of 40% The Midterm Exam will cover Modules 1-3, the Final Exam will cover Modules 5-6.

Students will take the two exams in D2L. Students will have a time window of several days to take each exam.. Students should take care to arrange time on their own schedule to study and take the exam during the exam period. Both exams are timed. Once students open the exam within D2L, they will have 1 hour (60 minutes) to take the exam. Students only have one attempt on the exams. To access the exams during the exam week, go into D2L and go to “Assessments” at the top of the page. After you click on “Assessments,” click on “Quizzes.” Then, scroll down to the exam that you need to take, either the “Midterm Exam” or “Final Exam” to begin.

In order to study for the exams, students are urged to study their notes. If students are missing notes or wish to view certain videos again, they can revisit videos in previous Modules to do so. While study guides are not available per se for the exams, students can use the review questions for each Module found under the “Review Questions” folder as a study guide of sorts.

Grading:

Quizzes (6 Module Quizzes): 30%

Participation (6 Module Discussions) : 40%

Midterm Exam: 15%

Final Exam: 15%

A=90-100

B=80-89

C=70-79

D=60-69

F=59 and below

Extra credit:

No other extra credit opportunities will be allowed in this class. **This is especially on an individual basis at the end of the semester!**

A note on averages: The instructor only averages grades at the end of the semester. The instructor, however, will periodically post grades listed in his grade book on D2L. The D2L gradebook also calculates grades. In addition, if students would like to calculate their grades themselves, they can do so at any point in the semester, using the grading scale above. In order to do this, students should average their grades in each category (participation, quizzes, exams, geography exam, project), multiply it by the percentage of the total grade it is worth, and add the points of each category together for the total grade. For example, if a student has a 90 average in participation, he or she would have 9 points for that category as $90 \times .10$ is 9.

In any case, it is the responsibility of students to keep up with their grades and to calculate them on their own if desired and **not** the instructor's.

What does it take to succeed in this class?

To succeed, you will need to complete all Module materials (watch all videos and read all assigned readings), take good notes on the materials, participate in online discussions and complete your work on time. In brief, show up (online) prepared and ready to engage.

Make-up Policy:

Make-ups for Module assignments (Module Quizzes and Module Discussions) and the two exams **are generally not allowed, except for extenuating circumstances such as a work emergency, major illness, family emergency.** Students should therefore make every effort to log in to class on a regular basis and complete Module assignments. Instead of make-ups for quizzes and participation assignments, the instructor will automatically drop the lowest participation grade and the lowest quiz grade for each student at the end of the semester.

Students who wish to make up any assignments must contact the instructor to provide a valid excuse, preferably with a written document as evidence. Students should contact the instructor as soon as possible. **It is the sole responsibility of the student to contact the instructor in order to make arrangements for a make-up if necessary, to provide a valid excuse and to comply with all make-up deadlines. Failure to contact the professor and provide a valid excuse and/or failure to make-up an assignment within the allotted time for make-ups will result in a grade of “0” for the exam.**

Attendance:

Because this class is an online class, there is no “attendance” per se. However, students should log in to D2L on a regular basis. When they do so, they should check the announcements for the class, particularly for announcements that give assignment deadlines. They should also consult the Course Schedule towards the bottom of this syllabus for deadlines. Students who do not log in on a regular basis will invariably miss announcements and will not complete assignments in a timely manner, all of which will adversely impact the student’s grade.

Regular attendance is vital to learning and success in this class. Poor attendance (i.e. not logging on to D2L on a regular basis) will adversely impact the student’s grade.

Academic Integrity:

Each student is expected to do his or her own work. Cheating and plagiarism will not be tolerated and will be punished in accordance with college policies. Plagiarism consists of taking material from a source such as a book, article, academic journal, encyclopedia, or online source and attempting to pass it on as one’s own work. Copying in part or in whole from a source without citing the source is plagiarism. Plagiarism includes copying word for word and paraphrasing.

Cheating consists of passing another student's work off as one's own work on a quiz, exam, or discussion. Students who assist another student in cheating are guilty of cheating as well. Examples of cheating and plagiarism include cutting and pasting material off the internet without citing it, copying an article out of a book or encyclopedia without citing it, stealing another student's paper and turning it in as one's own and looking on another student's paper during an exam or quiz. For this class, students should only use the books and documents assigned to them by the instructor. The use of any other sources is forbidden. **This ESPECIALLY includes internet sources such as wikipedia, which should not be consulted at all. Copying in part, in whole or paraphrasing from internet sources is plagiarism!**

If the instructor discovers that a student is guilty of cheating or plagiarism on a an assignment, the instructor will report it to the college. The instructor may choose several courses of action depending on the nature and severity of the offense. This may include rewriting the assignment with penalty or a zero on the assignment. If the infraction is severe enough, the instructor also reserves the right to fail the student for the entire class. Students who have question about what constitutes cheating and plagiarism should speak with the instructor. College policies on student conduct and academic integrity are located in the GHC "Students Rights & Responsibilities" document as well as in the *Academic Integrity Code* and *Student Code of Conduct*. A link to these college policies is as follows:

<https://sites.highlands.edu/student-engagement/judicial/>

Note: Ignorance is no excuse for plagiarism and cheating!

GHC College Policies

COVID-19

While this class is entirely online, the COVID 19 pandemic could impact it. First, students should strive to take care of themselves. If a student contracts COVID 19, he or she should contact the instructor on an individual basis, especially if the student may become too ill to complete work. Likewise, if the instructor falls ill with COVID 19, he will contact the entire class if he is too ill to teach online. Next, if GHC moves all Fall semester 2021 classes online because of COVID 19, it is unlikely such a move would result in any changes in this class. However, if it does, the instructor will contact the class.

Finally, although this class is completely online, please be aware of COVID-19 policies should you visit one of GHC's campus locations. The University System of Georgia (USG) and GHC policy on COVID 19 are as follows:

For GHC-specific information, please see the following site:

<https://sites.highlands.edu/marketing-and-communications/new-campus-guidelines/>

For the most current USG guidance on Covid-19 policies and procedures which govern this class, please see:

https://www.usg.edu/news/release/guidelines_for_the_implementation_of_house_bill_280

Please visit the FAQs page for more information and details. [On this page, you will find a full list of FAQs.](#) If you have additional questions not answered there, reach out to hr_covid-19@highlands.edu

On May 13, 2021, based on guidance from the Georgia Department of Public Health, the University System of Georgia (USG) stated that all fully vaccinated individuals may be on campus without physically distancing or wearing a mask. Unvaccinated individuals are ***strongly encouraged*** to continue physically distancing from others when possible and wear a face covering while inside campus facilities. Masks are available in the campus/site leader's office while supplies last. Masks are also available for purchase in the bookstore. Classroom spaces will adhere to social distancing of three feet.

Alternate Educational Arrangement (AEA) or accommodations granted to students for Fall 2020 or Spring 2021 due to increased risk for severe illness with COVID-19 will end no later than June 30, 2021. All students are expected to return to their traditional educational arrangement as of the Fall 2021 semester. Lack of vaccination is *not* grounds for accommodations. Any classroom accommodations must be requested using the "new students" procedure outlined on the [Disability Assistance website](#).

Students who are symptomatic or who may have been exposed to COVID-19 should consult [GHC's Quarantine Protocol](#) and contact their professors to receive guidance related to coursework and missed assignments. Students and employees should report Covid-19 [close contact](#) exposure and/or positive test results by contacting hr_covid-19@highlands.edu or (706) 368-7724. GHC has contact tracing measures in place. Employees will be contacted by email, and students will be contacted by text, via Navigate, regarding any possible on-campus exposures.

Please note that events could cause the USG and GHC to alter their COVID-19 policies later in the semester. You are encouraged to pay attention to news about COVID-19 as policies are subject to change!

Inclement Weather

When inclement weather creates a condition under which there might be a question of whether the College will operate on a normal basis, the President, or a designated official will release to each campus and local news media a statement concerning the College schedule. If the weather condition occurs during working hours, the statement will be released through normal distribution channels on campus. Media statements regarding the college's schedule may also be distributed through the school website, GHC Notify, or on local radio and television stations. To be prepared, consider the different ways to signing up for inclement weather notifications with GHC Notify. It is assumed that all distance-learning courses are considered accessible even during periods of inclement weather.

GHC Notify link:

<https://sites.highlands.edu/marketing-and-communications/wp-content/uploads/sites/46/2019/01/weathernotifications2018.pdf>

Disability Statement

Your experience in this class is important to me. If you have already established accommodations with the Student Support Services Office of Disability Access, please provide your accommodation notice to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through Disability Access, but want to request accommodations due to a disability. Accommodations may be requested (such as providing materials in alternative formats, assuring physical access to classrooms or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities) through Student Support Services on all campuses. Contact the campus Disability Access Office: Cartersville & Paulding 678-872-8004; Douglasville, Marietta, and Floyd 706-368-

7536 or sss@highlands.edu. It is important to Georgia Highlands College to create inclusive and accessible learning environments consistent with federal and state law.

Early Alert Program

Georgia Highlands College requires that all faculty members report their students' progress throughout the course of the semester as part of the institution-wide Early Alert Program (EAP). The objective of the program is to support academic success by reviewing early indicators of student progress. In accordance with EAP, faculty members provide the Registrar's Office and Academic Success Center with academic reports of each student enrolled in their course(s) at

checkpoints staggered throughout the semester. The following success factors are reported at their corresponding checkpoint:

- Week 2: Notification of Non-attendance (Registrar via Score)
- 40% mark of term: Navigate Student Progress Report (Academic Success Center via Navigate)

Early Grades

GHC offers a variety of part-of-term classes to allow our students to have flexible schedules. However, there are only three Semesters each year; Spring, Summer and Fall. It is only at the end of each Semester that grades are rolled to academic history and available on the official transcript. After each part-of-term, as soon as Instructors have entered grades, they may be viewed online by

Extended Absence

Students who have circumstances that prevent them from continuing to attend classes over an extended period of time sometimes request that the faculty member permit them to submit work in absentia to receive credit to complete the course. If the concurrent absences will constitute more than 15% of the class sessions for the term, then written permission from the Academic Dean is required before any course assignments can be completed while missing class. The student must be in good academic standing in the course to make the request. All approved coursework must be completed by the end of the semester in which the course was begun. (Note: If a program has a more stringent absence policy than this, then the program policy prevails.)

Financial Aid

This message applies only to students receiving financial aid: Federal regulations state that if a student did not attend classes and received failing grades, then the grades were not earned and financial aid needs to be reduced accordingly. Please be advised that any student receiving a 0.00 GPA will be required to prove that the 0.00 GPA was earned by attending classes or completing requirements for each class. Students who have earned at least one grade for the semester will not be affected by this regulation. If a student has properly withdrawn from all classes, the student's financial aid should be adjusted from the time they signed the withdrawal form.

Incomplete and Unearned F

A grade of incomplete indicates that a student who is performing satisfactory work is unable to meet the full course requirements for non-academic reasons beyond the student's control. An "I" must be removed within two semesters of residence, or one calendar year, whichever is shorter, or it will automatically become an F. An "I" grade is not given in Learning Support courses.

Arrangements for the removal of an “I” should be made with the instructor during the semester immediately succeeding the semester in which the “I” was awarded. Students cannot re-register for a class in which an “I” has been given. All grade change requests must be made within two semesters of residence following the semester during which the course was taken, or one calendar year, whichever is shorter. The entire appeals process must conclude by the end of the next Fall or Spring semester. After this time, any grade change request must be made through the Office of the Provost and Chief Academic Officer.

F\$ – This symbol is for an unearned F, which indicates that the student stopped attending class and did not fill out appropriate paperwork to withdraw. This grade is computed in the grade point average as an F. For students with financial aid, federal regulations state that if a student stopped attending classes and received all failing grades, then the grades were not earned and aid needs to be reduced accordingly. Students who have earned at least one grade for the semester will not be affected by this regulation. If a student has properly withdrawn from all classes, the student’s financial aid should be adjusted from the time they signed the withdrawal form.

Withdrawal Policy

Students who wish to withdraw officially from a course after the drop/add period ends and before the last date to withdraw with a W may do so in any campus office or online using the SCORE. The student will receive no refund for dropping a course. Those who withdraw before the last date to withdraw with a W will receive a W (withdrawal without penalty). Withdrawals without penalty will not be given after the midpoint of the total grading period (including final examinations) except in cases documented as hardship. Abandoning a course instead of following the official drop procedure will result in a grade of F or F\$ at the end of the course.

In order to drop a class after mid-semester without penalty, a student may apply for a hardship withdrawal. The Hardship Withdrawal Application Form is available in the Office of the Provost and Chief Academic Officer or from any other Administrative office at any campus location and on the linked website. You can find it at the following link:

<https://sites.highlands.edu/academic-affairs/forms-for-download/>

Dropping after mid-semester is not allowed unless the student presents documentation of extenuating circumstances, and the hardship is approved by the Provost and Chief Academic Officer. If the hardship is not approved by the Provost and Chief Academic Officer, the student will receive the course grade earned. If the hardship is approved, the student may receive a W. The possibility that a student may fail a course after mid-semester will not be considered a hardship. While a hardship withdrawal may help a student’s academic status (GPA) it could still have an adverse effect on the student’s financial aid. For further information on Satisfactory Academic Progress (SAP), refer to the policy that is found on the Financial Aid website at the following link:

<https://sites.highlands.edu/financial-aid/satisfactory-academic-progress/>

Campus Carry

Sources: <https://sites.highlands.edu/campuspolice/safety/campus-carry/>

https://www.usg.edu/news/release/guidelines_for_the_implementation_of_house_bill_280

Georgia Highlands College is committed to providing a safe environment for students, employees, and campus visitors, while respecting the rights of individuals who are licensed to carry a concealed handgun as permitted by Georgia state law in regards to House Bill 280, commonly known as the “campus carry” legislation, effective on July 1, 2017. It will be the responsibility of those license-holders who choose to carry concealed handguns on campus to know the law and to understand where they can go while carrying.

Tobacco-Free Campus:

Georgia Highlands College prohibits the use of tobacco products on any property owned, leased, or controlled by GHC. All faculty, staff, students, visitors, vendors, contractors, and all others are prohibited from using any tobacco products (i.e., cigarettes, eCigarettes, cigars, smokeless tobacco, snuff, chewing tobacco, etc.) while on GHC property.

Course Schedule (By Week and Module):

Module 1: The Pre-Modern Economy

Saturday, August 13-Tuesday, August 23

Deadline for Module 1 Quiz and Discussion: Tuesday, August 23 at 11:30 p.m.

Textbook Readings: (pages 1-52), 52 pages of textbook readings

Introduction, Chapter 1: The ancient economy and Chapter 2:
Agriculture

Lecture Videos: Videos 1-7

Video 1: Economic Growth and Progress: Some Basic Assumptions, Video 2: Agriculture and the Structure of Pre-Modern Economies, Video 3: Money in the Pre-Modern Era and Video 4: Pre-Modern Trade, Video 5: Pre-Modern Technology, Video 6: Pre-Modern Religious and Philosophical Approaches to Economics, Video 7: The Business of Pre-Modern Medicine

Primary Source Documents:

No primary source documents for this Module, although read the Assessing Primary Historical Sources Document under Module 1 for the Module 1 Discussion. This document will also be useful for some of the questions found on the Modules 2-6 quizzes.

Module 2: The Transition to the Modern Economy

Wednesday, August 24-Tuesday, August 30

Deadline for Module 2 Quiz and Discussion: Tuesday, August 30 at 11:30 p.m.

Textbook Readings: (pages 53-113), 61 pages of textbook readings

Chapter 3: The Asian market 200-1000 CE, Chapter 4: Europe revives: 1000-1500, Chapter 5: The quest for energy and Chapter 6: The great change: 1500-1820

Lecture Videos: Videos 8-11

Video 8: The Black Death, Video 9: The Early Modern Global Economy, Video 10: The Industrial Revolution, Video 11: The Downsides of Industrialization

Primary Source Document:

- 1) Marco Polo, “The Glories of Kinsay (Hangchow),” excerpts, for Module Quiz and Module Discussion

Module 3: The Industrial Revolution Goes Global

Wednesday, August 31-Tuesday, September 6

Deadline for Module 3 Quiz and Discussion: Tuesday, September 6 at 11:30 p.m.

Textbook Readings: (pages 114-174), 60 pages of textbook readings

Chapter 7: Manufacturing: worshipping our makers, Chapter 8: The first era of globalization: 1820-1914, Chapter 9: Immigration

Lecture Videos: Videos 12-16

Video 12: Early Economic Theory: From Adam Smith and the Classical Economists to Karl Marx, Video 13: Financial Markets, Video 14: The Germ Theory of Disease, Video 15: The Second Industrial Revolution, part I: Technology, Living Standards and the Great Divergence Debate, video 16: The Second Industrial Revolution, part II: Corporations and the Business World

Primary Source Documents:

- 1) Karl Marx, *The Communist Manifesto* (excerpts), for Module Quiz and Discussion
- 2) Adam Smith, *The Wealth of Nations* (excerpts), for Module Discussion

Midterm Exam, Modules 1-3

Wednesday, September 7-Sunday, September 11

Deadline for Midterm Exam: Sunday, September 11 at 11:30 p.m.

For further information about the Midterm Exam, Please see detailed instructions about exams under the previous section in this syllabus entitled “Exams.”

****Friday, September 23, Last Day to drop with a W**

Module 4: From World Wars to Post-War

Monday, September 12-Sunday, September 18

Deadline for Module 4 Quiz and Discussion: Sunday, September 18 at 11:30 p.m.

Textbook Readings: (pages 174-248), 73 pages of textbook readings

Chapter 10: World wars and depression: 1914-1945, Chapter 11: Transport: the vital network, Chapter 12: From the wonder years to the malaise: 1945-1979

Lecture Videos: Videos 17-20

Video 17: The Economic Impact of the World Wars, 1914-1945, part I,
Video 18: The Economic Impact of the World Wars, 1914-1945, part II,
Video 19: The Post-War Economic Order, 1945-1979, Video 20: The
History of Health Insurance

Primary Source Document:

- 1) President Franklin Delano Roosevelt, “First Inaugural Address, March 4, 1933,” for Module Quiz

Module 5: Globalization Since 1945

Monday, September 19-Sunday, September 25

Deadline for Module 5 Quiz and Discussion: Sunday, September 25 at 11:30 p.m.

Textbook Readings: (pages 249-317), 68 pages of textbook readings

Chapter 13: Central banks: money and technocrats, Chapter 14: The second era of globalization: the developed world, 1979-2007, Chapter 15: Government: an ever-present force, Chapter 16: a truly global economy: the developing world, 1979-2007

Lecture Videos: Video 21

Video 21: Asia and the Global Economy Since 1945

Primary Source Document:

- 1) Deng Xiaoping, “The Present Situation and the Task Before Us,” (excerpts) for Module Quiz and Module Discussion

Module 6: Recent Developments

Monday, September 26-Sunday, October 2

Deadline for Module 6 Quiz and Discussion: Sunday, October 2 at 11:30 p.m.

Textbook Readings: (pages 317-369), 52 pages of textbook readings

Chapter 17: Technology and innovation, Chapter 18: The crisis and after: 2007 to today, Epilogue

Lecture Videos: Video 22-26

Video 22: The World Economy Since 1979, part I: The Information Age, Video 23: The World Economy Since 1979, part II: The End of the Cold War and the Triumph of Neoliberalism, Video 24: The World Economy Since 1979, part III: Globalization and its Discontents, Video 25: Economics and the COVID-19 Pandemic, Video 26: The Big Debate in Economic Theory Since 1918: Keynesianism vs. the Austrian School

Primary Source Document:

- 1) President George W. Bush, “Address to the Nation in Favor of Wall Street Bailout,” September 24, 2008, for Module Quiz

Final Exam, Module 4-6

Monday, October 3-Thursday, October 6

Deadline for Final Exam: Thursday, October 6 at 11:30 p.m.

For information about the Final Exam, including what to expect on the exam and how to access it in D2L, please see detailed instructions about exams under the previous section of the syllabus entitled “Exams.”

Changes in this Course: The instructor reserves the right to make changes to the course syllabus at any time. This especially pertains to changes in the course schedule due to disruptions caused by COVID 19 or extreme weather that causes power outages in our area.